

Whitehill Junior School Geography Curriculum Overview and information 2020

Our aim is to start our students down the road of ‘thinking geographically’.

Our curriculum does this by allowing students to make links between places, spaces and the environment via a connected and contextualised topic based approach. Geography at Whitehill aims to do more than just cover the world, it aims to explore and explain the world we live in by building students locational knowledge and their understanding of human and physical processes. Students are encouraged to scrutinise the relationship between humans and the environment whilst making links with other subjects. Students are given the technical skills needed for geography such as map reading, data collection and field work. There is at least one geography based field trip for each year which will allow them to use these technical procedures.

The table below shows when students will learn about different locations and places. It shows when they will compare and contrast the human and or physical differences in two or more areas of the world and shows when they will scrutinise the link between human and physical processes of our world. The final column shows the geographical and field work skills they will learn and the field trips they will practice them on.

The National Curriculum for Geography

The national curriculum for geography aims to ensure that all pupils “develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes,” and “understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.” Students cover these aims at multiple points whilst at Whitehill. In year 3 they cover the human and physical processes involved in the Amazon Rainforest and in year 4 they cover how the physical processes of the ring of fire affect and has affected different settlements over time, both of which are globally significant places.

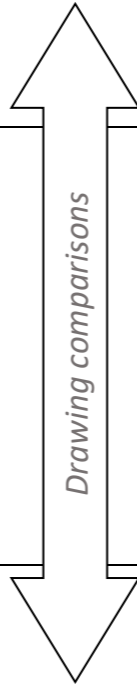
The national curriculum also asks that all students are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Through on sight investigations and field trips, students learn and become competent in the range of geographical fieldwork skills outlined in the National Curriculum.



Yr	Units	Locational knowledge General geographical knowledge, position and significance: UK and Global. <i>Use maps to locate:</i>	Place knowledge Compare and contrast; <i>Investigate similarities and differences between:</i>	Human and physical geography Local and Global scales <i>Use broad range of data and enquiry skills to:</i>	Enquiry, mapping, fieldwork, critical thinking, vocabulary Ongoing elements
Year 3	Brazil and Amazon basin <ul style="list-style-type: none"> Where is Brazil? What are its human and physical features? What's the climate like? What is urbanisation? Why does it happen? Rio de Janeiro: a city of two halves Who lives in the Amazon? What's life like in Brazil? The United Kingdom <ul style="list-style-type: none"> Which countries make up the UK? What are their key geographical features? How can aerial photography and topological mapping help me to find out more about the geography of the UK? What is the importance of farming to the UK? How do football team names help us understand settlements in the UK? How are Blackpool and Birmingham similar and different? What are the values of multicultural Britain? 	<ul style="list-style-type: none"> countries in British Isles and South America; environmental regions key physical and human characteristic (topographical features, land-use patterns, counties and cities). Understand how features have changed over time. Find/refer to: equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle.	<ul style="list-style-type: none"> 'a city of two halves' (Rio de Janeiro) and urban with rainforest areas in Brazil. two 'cities of contrast' (Birmingham and Blackpool) 	<ul style="list-style-type: none"> develop contextual knowledge of globally significant places (in Brazil and British Isles) explore their physical characteristics (including rainforests, biomes and vegetation) investigate settlements and land use: the push and pull of urbanisation; identify the impact of physical on human geography (and vice versa) 	What is a region? How can we compare ...? What different climates are there and why? Where are they?
Year 4	Mountains, Volcanoes and Earthquakes <ul style="list-style-type: none"> Mount Everest: mapping mountains How are mountains formed? What and where are volcanoes? Volcanoes: a suitable home? Earthquakes The Mediterranean <ul style="list-style-type: none"> What's on the map? Bird's eye view on Europe Is Europe a proper continent? Is the Mediterranean a proper sea? What's so special about the Mediterranean? Zoom in on Italy: A country of Cities and Regions; Bologna and the Bolognese Map skills: Ordinance Survey maps <ul style="list-style-type: none"> What can we read and see on OS maps? What are grid references, scale and symbols? 	<ul style="list-style-type: none"> mountains, mountain ranges, volcanoes and earthquake zones countries, cities and regions in Europe, focus on Italy key physical and human characteristics of Italy Find/refer to: latitude, longitude, 8 compass points, 4 fig GRs, hemispheres, equator, Ring of Fire, earthquake zones, tectonic plates, Europe.	<ul style="list-style-type: none"> how Italy is organised (cities and regions) compared to other countries different Italian cities 	<ul style="list-style-type: none"> understand how mountains and volcanoes are formed the cause and effect of earthquakes investigate settlement & land use near volcanoes and in Italy 	Where do most people live and why? Why do people live near volcanoes?
Year 5	Global Trade <ul style="list-style-type: none"> How did trade get global? Food and global trade; The global supply chain What does the UK export and where to? Investigating Fairtrade and Highest-valued exports United States of America <ul style="list-style-type: none"> USA: an exploration Canyons and valleys: physical landscapes Where are all the people? Challenged by water: floods and drought Food and farming New York through time Map Skills: Contour Lines <ul style="list-style-type: none"> What are the differences between human and physical features of the environment? How are they represented? 	<ul style="list-style-type: none"> where different foods and goods come from (and go to) cities and states of North America key physical and human characteristics of USA Find/refer to: Prime Meridian and time zones (day and night), six figure GRs, North America.	<ul style="list-style-type: none"> different states of USA Investigate New York through time 	understand economic activity – the global supply chain, energy issues & connections. describe which countries export/import to and from UK and why. describe how valleys and canyons are formed understand the cause and effect of floods and drought develop contextual knowledge of USA	Where does UK export/import to/from and why? What causes drought and floods?
Year 6	Exploring Shackleton's Antarctica <ul style="list-style-type: none"> Where is Antarctica? How can I find out? What can I tell about polar expeditions from latitude and longitude data and photographs? Do people live on Antarctica? What is daily life like? What was life like for the crew of the Endurance? What are the physical features of Antarctica and how did these effect expeditions? Rivers <ul style="list-style-type: none"> How are rivers formed? How do the features of a river and its surrounding landscape change from source to mouth? What are the longest rivers in the UK and how can I find them? How can OS map help me to understand the River Thames? What are the characteristics of the River Thames and how has it impacted the surrounding area? What are the features of waterfalls and how are they formed? Which waterfalls have global significance and which are significant in the UK? Map skills <ul style="list-style-type: none"> How can I locate a range of places? 	<ul style="list-style-type: none"> Arctic and Antarctica Rivers in UK Revise and consolidate latitude, longitude etc	<ul style="list-style-type: none"> Polar regions specific physical geography of Antarctica 	<ul style="list-style-type: none"> understand influence of earth's orbit on climate zones key physical features and land use in Antarctica understand the interdependent processes that give rise to rivers distribution of natural resources such as water, rivers how use of Thames has changed over time 	What are rivers and where do they come from / go to? What happens there? Where is Antarctica? What kind of place is it and why? Should it be developed and why / why not?



Fieldwork, mapwork, regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.